



**GUIDE TO THE APPLICATION OF THE
TEACHER'S WORKLOAD AND ITS
ORGANIZATION
2023-2028**

Vocational Training

**Version 2.0
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1. PREAMBLE AND OBJECTIVES SOUGHT

In the context of the renewal of the 2020-2023 Agreement, the provisions dealing with the teacher's workload and its organization have been modified. In this context and to ensure the harmonious implementation, the provincial parties have agreed to update the joint application guide (hereafter called the "Guide").

The changes made in 2020-2023 and 2023-2028 to the provisions dealing with the teacher's workload and its organization are part of a common perspective of the professionalization of the teacher's workload and recognition of the professional autonomy of teachers in performing their duties and responsibilities. As mentioned in Appendix XLI of the 2020-2023 Agreement, the parties recognize that it is important to:

- › not increase or create a heavy workload for teachers;
- › distinguish a teacher's workload from his or her work schedule and its organization;
- › avoid certain disputes associated with the teacher's workload.

This Guide is a concrete tool adapted to the specificities of vocational training and developed to provide support to the local parties in applying the new provisions. It is intended primarily for the staff of educational institutions, school boards and local unions. The modifications adopted in the 2020-2023 Agreement are still present in this guide. In addition, the Guide presents and explains the main changes to the teacher's workload in the 2023-2028 Agreement (hereinafter referred to as the "Agreement").

Lastly, although this Guide provides the information needed to understand and apply the clauses governing the workload, it is by no means exhaustive, and its content is not subject to arbitration. The tables and examples used in the Guide must be read and interpreted in compliance with provincial and local provisions, where applicable. If the information in this Guide contradicts the information in the Agreement, the text of the Agreement takes precedence.

We hope this Guide will be useful to you!

2. TEACHER'S WORK YEAR AND ANNUAL WORKLOAD

2.1 Work year

The duration of the teachers' work year has remained unchanged and still includes 200 days (clause 13-15.06 a)).

2.2 Annual workload

A teacher performs, on an annual basis of 1,280 hours, all the characteristic responsibilities prescribed in the general duties within the framework of the assigned professional activities (clause 13-15.06 b)).

The annual workload includes professional activities which must be performed during the work year and the time prescribed to perform them within the following two parameters:

- › workload (W);
- › other professional duties (OPD).

The table below illustrates the distribution of the annual hours of a full-time regular teacher:

Parameters	Professional activities	Annual hours
Workload (W)	Courses and lessons ¹	635 hours ²
	Other educational duties	85 hours
	Subtotal W (hours)	720 hours
Other professional duties (OPD)	Other professional activities	360 hours
	Pedagogical days ³	
	Work determined by the teacher from among the responsibilities specified in the general duties (clause 13-15.02)	200 hours ⁴
	Subtotal OPD (hours)	560 hours
Total		1,280 hours annually

¹ Within the guidelines of the authorized programs.

² The number of hours devoted to courses and lessons is an average time for all full-time teachers, subject to the exclusions prescribed in clause 13-15.09 g). It may vary from one teacher to another (clause 13-15.09 e)). For this reason, the number of hours of other educational duties is adjusted accordingly.

³ The hours may vary according to the duration and number of pedagogical days prescribed in the local provisions, where applicable.

⁴ Of these hours, 120 hours for the 2024-2025 school year, 160 hours for the 2025-2026 school year and 200 hours for the 2026-2027 and subsequent school years are carried out at the location determined by the teacher, subject to the time required for the 10 group meetings and the first three meetings with parents.

The table below presents some of the professional activities included in the teacher's workload:

Professional activities included in the teacher's workload	
	Vocational training
Workload (W)	<ul style="list-style-type: none"> › Courses and lessons within guidelines of authorized programs › Supervision of workplace internships in the presence of students¹
	<ul style="list-style-type: none"> › Support (encadrement) › Remediation › Supervision other than supervision of arrival and dismissal
Other professional duties (OPD)	<ul style="list-style-type: none"> › Supervision of arrival and dismissal › Responsibilities assigned by the centre director (mandates, projects, etc.) › Meetings (collaborative, category or subcategory, group, with parents, etc.) › Discussions, follow-up, reports and communications with other staff members, centre director, parents or partners (monitoring of student progress, etc.) › Participation in committees established or not established under the Agreement › Supervision of internships without the presence of students › Looking after equipment used in learning activities related to teaching › Planning › Preparation › Correction › Other activities covered by characteristic responsibilities of teaching function mentioned in clause 13-15.02

¹ Supervision of workplace internships is considered similar to the presentation of courses and lessons for the portion of time devoted to the student in the workplace where the internship takes place.

The preceding rule only applies to internships prescribed in the vocational training programs of studies leading to a Diploma of Vocational Studies (DVS) or an Attestation of Vocational Specialization (AVS). However, it does not apply to the internships associated with work-study programs (centre and workplace).

2.3 Preparation of the teacher's annual workload

➤ Individual consultation (clause 13-15.06 b))

Before determining a teacher's annual workload, the centre director consults the teacher on:

- › workload activities other than courses and lessons;
- › other professional duties related to the teaching function.

After completion of consultation, the centre director assigns the teacher an annual workload¹.

2.4 Pedagogical days (clause 13-15.06 c))

Some of the pedagogical days scheduled in the school calendar have a special status. In order to provide for the number of pedagogical days concerned, paragraph c) of clause 13-15.06 refers to clause 8-5.03. However, the distribution of the 200 workdays remains provided for in clause 13-15.06 a).

When establishing the school calendar under clause 8-5.02, the board shall identify a minimum of 25% of the total number of pedagogical days prescribed in the school calendar for which the location for carrying out the work shall be determined by the teacher.

From among the days thus identified, the board shall identify a minimum of 20% of the total number of pedagogical days prescribed in the school calendar for which the content shall be determined by the teacher².

The content of other pedagogical days shall be submitted for consultation to the board-level or school level participating body of teachers according to the terms and conditions set out in Chapter 4 0.00.

¹ Example of annual workload found in Appendix 1 (page 11).

² It being understood that teachers can work collaboratively.

3. REGULAR WORKWEEK

The teacher's regular workweek is five days from Monday to Friday¹. It includes on average 32 work hours per week at the centre or its equivalent on an annual basis of 1,280 hours (clause 13-15.07 a)). The school board or the centre director may assign a teacher to a place of work other than the centre.

Notwithstanding the foregoing, for the 2024-2025 school year, the teacher must be present at the centre for an average of 29² hours per week or its equivalent on an annual basis of 1,160 hours (clause 13-15.07 a)). Three³ hours are carried out per week or its equivalent on an annual basis of 120 hours at the location determined by the teacher (clause 13-15.07 b) ii) 2)). These three hours may be performed outside the span (clause 13-15.07 e) 4th paragraph).

3.1 Breakdown of regular workweek hours

➤ Workload (W)

The number of hours of workload is 20 hours per week or its equivalent on an annual basis of 720 hours (clause 13-15.07 b) i)). The hours may vary from one week to another and are considered as an average weekly time (clause 13-15.07 c)).

Time devoted to the presentation of courses and lessons may vary from one teacher to another. Moreover, at the school board level, the average teaching time to be devoted to the presentation of courses and lessons does not exceed 635 hours per year for all full-time vocational training teachers, excluding regular teachers referred to in clause 13-15.09 g).

➤ Other professional duties (OPD)

Other professional duties (OPD) total an average of 12 hours per week or its equivalent on an annual basis of 560 hours, including the time devoted to pedagogical days. They include:

- › an average of seven hours for professional activities related to the teaching function (360 hours yearly, including hours devoted to pedagogical days);
- › an average of five work hours or its equivalent on an annual basis of 200 hours determined by the teacher, including the 10 group meetings and the first three meetings with parents (clause 13-15.07 b) ii) 1)).

¹ Unless the board and the union agree otherwise.

² Read an average of 28 hours per week (or its equivalent on an annual basis of 1,120 hours) for the 2025-2026 school year, and an average of 27 hours per week (or its equivalent on an annual basis of 1,080 hours) as of the 2026-2027 school year.

³ Read an average of four hours per week (160 hours annually) for the 2025-2026 school year. As of the 2026-2027 school year, an average of five hours (200 hours annually) are spent at the location determined by the teacher, subject to the time required for the 10 group meetings and the first three meetings with parents.

3.2 Illustration of hours in the regular workweek

The following table set out the hours in the regular workweek:

Vocational training			
Workload (W)		Other professional duties (OPD)	
Courses and lessons 635 hours annually ²		Average of 7 hours 360 hours annually ³	
+		+	
Other educational duties 85 hours annually ¹	+	Average of 5 hours 200 hours annually ⁴ of work determined by the teacher	=
=		=	
Average of 20 hours ⁵ 720 hours annually		Average of 12 hours 560 hours annually	
			32 hours on average per week, including 29¹ hours on average per week at the centre 1,280 hours annually

3.3 Weekly variations in working hours

The duration of the work hours may vary from one week to another. For example, group meetings, remediation during certain periods, or certain committees could result in a variation of the workweek hours.

The variation provides the teacher with the flexibility needed during the year to carry out professional activities, when deemed appropriate. However, the teacher is responsible for adjusting his or her work hours at the centre, as needed, while respecting his or her annual workload.

¹ 29 hours on average for the 2024-2025 school year, 28 hours on average for the 2025-2026 school year and 27 hours on average from the 2026-2027 school year.

² The number of hours may vary from one teacher to another.

³ Including hours of pedagogical days.

⁴ 200 hours are recognized during which the teacher determines the work to be performed from among the responsibilities specified in the general duties (clause 13-15.02). The hours may be carried out during any part of the meal period prescribed in clause 13-15.10 exceeding 50 minutes. In addition, of these hours, 120 hours for the 2024-2025 school year, 160 hours for the 2025-2026 school year and, starting in the 2026-2027 school year, 200 hours are completed at the location determined by the teacher, subject to the time required for the 10 group meetings and the first three meetings with parents.

⁵ The number of hours may vary from one week to another and may be considered as an average weekly time (clause 13-15.09 c)).

3.4 Exceeding the workload

If the board exceeds, for a given teacher who takes on a full workload (100%), the 720-hour workload, the teacher is entitled, for each excess period of 60 minutes, to compensation equal to 1/1 000 of the annual salary, increased by 33% for each hour assigned and adjusted proportionally to the duration. Compensation shall be remitted in the last pay period of the school year in question (clause 13-15.09 d)).

Example Remediation

A teacher's workload includes 50 hours of remediation entered in his or her schedule on Wednesday afternoons.

Nearing the end of the module, the teacher ascertains that the group needs more support. After discussion with the centre director, it was agreed to add remediation time to the teacher's schedule until the exam is written.

Based on the evolving situation, two compensation hypotheses are possible:

- a. The director removes a portion of the teacher's preassigned workload and the excess is compensated in time, while respecting his or her annual workload.*
- b. The director ascertains that the teacher cannot be compensated in time within the 720 hours prescribed in the teacher's workload. Thus, the director pays the teacher concerned a monetary compensation equal to 1/1000 of his or her annual salary (increased by 33% for a teacher who assumes a workload of 100%) paid on the last pay installment of the school year.*

3.5 Daily and weekly spans¹

The span is the period between the start and end of a workday or between the start and end of the workweek during which the teacher performs his or her duties at the centre. The span is determined by the centre director when the work schedule is prepared.

The hours of the regular workweek fall within a daily span not exceeding eight hours and a 35-hour span per week, determined for each teacher by the school board or the centre director (clause 13-15.07 e)).

The span does not include the period prescribed for the teacher's meal or the time required for the 10 group meetings and the first three meetings with parents. Also, an average of three hours per week in 2024-2025 (four hours in 2025-2026 and five hours from 2026-2027) of the 32 hours of the regular workweek may also be performed outside the span at the location determined by the teacher (clause 13-15.07 b) ii) 2)).

The span is illustrated in the examples of schedules found in Appendices 2 and 3 (pages 12 and 13).

¹ The parties may agree on a local arrangement (clause 13-15.07 e)).

4. WORK SCHEDULE

The centre director establishes for each teacher a work schedule (clause 13-15.07 f)) which falls within the daily and weekly spans (clause 13-15.07 e)). The schedule which can vary during the school year includes recurring professional activities prescribed in the workload requiring the teacher's presence at a certain time, such as, among others, certain courses and lessons, certain remediation, and certain collaborative meetings.

Thus, other annualized professional activities prescribed in the workload not requiring the teacher's recurring presence at a certain time in the schedule are not entered in the work schedule and include, among others, remediation, providing support (encadrement), committees and meetings. The teacher is responsible for determining the times when he or she performs the professional activities from among those not assigned by the centre director.

While respecting the number of hours on an annual basis, the centre director may require teachers to be present at a certain time of the week, as needed, to meet occasional or permanent needs with a reasonable notice, while respecting the daily and weekly spans (clause 13-15.07 d)).

In addition, the centre director may schedule, within the 200 days of the work year, certain meetings not held on a recurring basis. For example, the centre director could announce, at the beginning of the work year, the times determined for the 10 group meetings.

Considering that the teacher is not obliged to enter in his or her schedule all the times when he or she performs his or her professional activities, the times without a scheduled assignment, even during student breaks or recess, can in no way be qualified as breaks for the teacher or times when the teacher is waiting for work to be assigned as prescribed in section 57 of the Act respecting labour standards (CQLR, chapter N-1.1) (clause 13-15.07 f)).

The teacher is assigned a work schedule¹ under the terms and conditions prescribed in the local provisions, where applicable.

5. PROBLEM-SOLVING MECHANISMS

As mentioned at clause 13-15.15 of the Agreement, the parties are committed to take the necessary measures to ensure the harmonious application of paragraph b) of clause 13-15.06 and clause 13-15.07 to prevent any problems that may arise in implementing these provisions and to solve them, where applicable.

In this context, the board and the union must agree on internal and external problem-solving mechanisms. The mechanisms reflect the local reality and apply as of the consultation on the workload and throughout the school year. They also apply if the problem affects more than one teacher.

¹ Examples of schedules found in Appendices 2 and 3 (pages 12 and 13).

APPENDICES

Appendix 1 Example – Annual workload – Vocational training

Workload (W)	Number of annual hours	Recurring time entered in schedule, if any
Courses and lessons ¹ (including supervision of workplace internships in the presence of students ² , where applicable)		
Support (encadrement)		
Remediation		
Group supervision		
Total W	720 hours	
Other professional duties (OPD) ³	Number of annual hours	Recurring time entered in schedule, if any
Arrival and Dismissal		
Meetings (collaborative, category or subcategory, group, with parents, etc.)		
Discussions, communications, monitoring of student progress, unanticipated events, etc.		
Committee participation		
Teacher induction – Appendix XXII		
Supervision of internships without presence of students		
Looking after equipment used in learning activities related to teaching		
Other professional activities	Mandates or projects	
Subtotal OPD		
Hours devoted to pedagogical days (number of hours x number of days)		
Work determined by teacher (5 hours x 40 weeks) ⁴	200 hours	
Total OPD	560 hours	
TOTAL	1,280 hours	

¹ In certain cases, time may be recognized for teacher induction (Appendix XXII).

² Supervision of workplace internships is considered similar to the presentation of courses and lessons for the portion of time devoted to the student in the workplace where the internship takes place.

The preceding rule applies only to internships prescribed in the vocational training programs of studies leading to a Diploma of Vocational Studies (DVS) or an Attestation of Vocational Specialization (AVS). However, it does not apply to the internships prescribed in work-study programs (centre and workplace) (clause 13-15.09 b)).

³ While respecting local provisions, where applicable.

⁴ The work to be performed is specified in the general duties (clause 13-15.02). Among the 200 hours, 120 hours for the 2024-2025 school year, 160 hours for the 2025-2026 school year and, starting in the 2026-2027 school year, 200 hours are completed at the location determined by the teacher, subject to the time required for the 10 group meetings and the first three meetings with parents.

Appendix 2 Example – Schedule 1 – Vocational training

Hours	Day 1	Day 2	Day 3	Day 4	Day 5
8:15 a.m.	Start of daily span				
Start of teacher's span	8:15 a.m.	9:00 a.m.	8:15 a.m.	8:15 a.m.	8:15 a.m.
	AD		AD		AD
Period 1 – 60 minutes	Course		Course		Course
Period 2 – 60 minutes	Course		Course		Course
Break	AD		AD		AD
	AD		AD		AD
Period 3 – 60 minutes	Course		Course		Course
	AD		AD		AD
Students' lunch period	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)
		AD	AD	AD	
Period 4 – 60 minutes		Course	Course	Course	
Period 5 – 60 minutes		Course	Course	Course	
Break		AD	AD	AD	
		AD	AD	AD	
Period 6 – 60 minutes		Remediation	Course	Course	
		AD	AD	AD	
		Team meeting – category			
End of teacher's span	4:05 p.m.	5:05 p.m.	4:05 p.m.	4:05 p.m.	3:50 p.m.
5:05 p.m.	End of daily span				
Total daily span	7 h = A	7 h 15 min = B	7 h = C	7 h = D	6 h 45 min = E
Total 35-hour weekly span = A + B + C + D + E					

Daily span: not exceeding 8 hours
(excluding meal period, 10 group meetings and first three meetings with parents)

Centre director's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

Appendix 3 Example – Schedule 2 – Vocational training

Hours	Day 1	Day 2	Day 3	Day 4	Day 5
8:15 a.m.	Start of daily span				
Start of teacher's span	8:15 a.m.	9:00 a.m.	8:15 a.m.	8:15 a.m.	8:15 a.m.
	AD		AD		AD
Period 1 – 60 minutes	Course		Course		Course
	AD		AD		AD
Period 2 – 60 minutes	Course		Course		Course
	AD		AD		AD
Break	AD		AD		AD
	AD		AD		AD
Period 3 – 60 minutes	Course		Course		Course
	AD		AD		AD
Students' lunch period	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)
		AD	AD	AD	
Period 4 – 60 minutes		Course	Course	Course	
		AD	AD	AD	
Period 5 – 60 minutes		Course	Course	Course	
		AD	AD	AD	
Break		AD	AD	AD	
		AD	AD	AD	
Period 6 – 60 minutes		Remediation	Course	Course	
		AD	AD	AD	
		Team meeting – category			
End of teacher's span	4:05 p.m.	5:05 p.m.	4:05 p.m.	4:05 p.m.	3:05 p.m.
5:05 p.m.	End of daily span				
Total daily span	7 h = A	7 h 15 min = B	7 h = C	7 h = D	6 h 45 min = E
Total 35-hour weekly span = A + B + C + D + E					

Daily span: not exceeding 8 hours
(excluding meal period, 10 group meetings and first three meetings with parents)

Centre director's signature: _____ Date: _____

Teacher's Signature: _____ Date: _____